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A STUDY OF THE ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE TEACHING OF GERMAN.

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THE RESEARCH PROJECT REPORTED HERE INVESTIGATED THE TEACHING OF GERMAN ON THE SECONDARY AND COLLEGE LEVELS, ESPECIALLY IN TERMS OF THE PROBLEM OF ARTICULATION. SURVEY FORMS WERE SENT TO HIGH SCHOOLS AND COLLEGES IN SIX RANDOMLY SELECTED STATES, AND THE FACT THAT THE RESPONSE WAS LOW INDICATES A LACK OF INTEREST IN ARTICULATION. INCLUDED HERE ARE PERSONAL STATEMENTS AND EXTENSIVE TABULATED DATA FROM THE SURVEYS ON THE VARIOUS GOALS OF TEACHING GERMAN, THE METHODS USED TO ACCOMPLISH OBJECTIVES, THE MANY MATERIALS (ESPECIALLY TEXTBOOKS) USED, AND THE EFFORTS MADE TO ARTICULATE PROGRAMS. RESULTS SHOW VAST DIFFERENCES IN AIMS, METHODS, MATERIALS, AND ATTITUDES, AND ALMOST A TOTAL LACK OF COMMUNICATION BETWEEN THE TWO LEVELS. SEVERAL RECOMMENDATIONS FOR IMPROVEMENT ARE INCLUDED. (AS)

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This research project is the result of a sincere concern on the part of the researcher for the apparent lack of workable articulation between secondary schools and colleges in the teaching of foreign languages and the consequent damage to the training of those who should be the primary concern on both levels, the students. The report given here is the result of the study of two survey forms, one sent to high schools in selected states and one to colleges in those same states. The research effort was directed toward the analysis of the goals and objectives of the teaching of German on both levels, the methods used in accomplishing those objectives, the materials used, and the efforts made on both levels to articulate their programs for the good of the students involved.

After study of the statistical results of both surveys, of the information which showed vast differences in objectives, in methods and materials, and in attitudes, and which revealed almost a total lack of communication between the two levels, an attempt has been made to establish some guidelines for effective procedures by which high school and college teachers of German (and other foreign languages) may come together and establish criteria for an articulated foreign language program.

It was assumed that the teachers who do the actual classroom instructing would be best qualified to answer the questions of the survey, since they are in daily contact with the problems involved. For this reason the secondary school forms were mailed to superintendents of schools in selected districts in the states of California, Illinois, Massachusetts, New York, Pennsylvania and Texas. The states were chosen at random as fair samplings from the different geographical areas of the country. The high schools were chosen for their proximity to the colleges, which were also selected at

random. It was assumed that a majority of the high school graduates of each area would attend a college or university in that area. It was further assumed that if any form of cooperative effort toward articulation existed, it would be more likely to be among secondary schools and colleges and universities of the same area. The survey forms sent to the colleges were directed to the chairmen of German departments, assuming that they are instrumental in establishing policy in their departments and are probably also classroom instructors as well.

The following is an accounting of the number of forms mailed out to schools and the number of returns.

FORMS TO HIGH SCHOOLS				
	No. Sent	Returned Completed	Returned. No German Taught	No Response
California	65	18	1	46
Illinois	35	1	14	20
Massachusetts	35	3	5	27
New York	60	8	10	42
Pennsylvania	45	10	4	31
Texas	30	7		23
Total	270	47	34	189

FORMS TO COLLEGES				
	No. Sent	Returned Completed	Returned. No German Taught	No Response
California	9	4		5
Illinois	8	4		4
Massachusetts	9	6		3
New York	11	6		5
Pennsylvania	10	3		7
Texas	6	2		4
Total	53	25		28

Of a total 270 forms sent to high schools, therefore, only 47 were returned completed, thirty-four (34) were returned with the notation that no German is taught in the school system. There was no response from 189 high schools. Of the 53 forms sent to colleges 25 were returned completed. There was no response from 28 colleges. This information alone indicates to the researcher a lack of interest in articulation. This lack will be further supported in statistics given later in the paper.

Since the percentage of forms returned is relatively low, we can only approximate what full results would have been. As can be seen from the above listing, many areas in the country do not offer the study of German on the secondary school level. The forms from the colleges in those areas may then have a little less validity for our findings than those from other areas. However, since the overall results from the various geographical areas show a marked similarity, we shall proceed with our accounting, presuming that the study of more forms would not have made many appreciable changes in our statistics.

Because of the nature of the questions in the two surveys, many answers could not be recorded statistically or in lists. Several questions called for opinions and attitudes. These questions in many instances were answered quite fully and rather emotionally. They reflect, indeed, what the researcher considers to be our primary problem, lack of communication and resulting lack of understanding. We shall take the liberty of quoting some of the answers and opinions on the survey forms, because they show so graphically the attitudes and differences and the unfortunate lack of concern for articulation that are instrumental in keeping us separated into two distinct camps of secondary and college level teachers and placing us in the position of victimizing our students.

This report shall consist of the statistical accounting of those responses that lend themselves to statistics as well as the inclusion of remarks from the forms that may clarify the statistics. The comments from the teachers who responded to the survey will play a large role in the conclusions we shall draw and the suggestions we shall make at the end of the report. We shall proceed question by question with both high school and college forms.

STUDY OF ARTICULATION BETWEEN HIGH SCHOOLS AND COLLEGES IN FOREIGN LANGUAGES

Form forwarded to high schools:

Question No. 1: What are the objectives of the first and second years of German study in your high school? Please rank in order of importance: 1, 2, 3, 4.

_____ Aural Comprehension _____ Reading

_____ Speaking _____ Writing

(Responses recorded according to states as follows:)

C California M Massachusetts P Pennsylvania
I Illinois N New York T Texas

OBJECTIVES

Rank of Importance:	1	2	3	4
Aural Comprehension	C 12 P 10 M 2 T 6 N 7 Total 37	C 4 P 1 M 1 T 1 N 1 Total 8	N 1 P 2 I 1 Total 4	
Speaking	C 4 P 1 M 1 T 2 N 4 Total 12	C 11 P 9 M 1 T 5 N 3 I 1 Total 30	C 2 P 2 M 1 N 1 Total 6	N 1 P 1 Total 2
Reading	C 3 P 2 M 1 T 2 N 2 I 1 Total 11	C 1 P 2 M 1 T 1 N 3 Total 8	C 13 P 9 M 1 T 6 N 4 Total 33	
Writing	N 1 Total 1	M 1 N 2 T 2 Total 5	C 2 M 1 T 1 Total 4	C 16 P 12 M 2 T 6 N 5 Total 41
All equal importance	C 2 P 4 N 2 T 1 Total 9			

There were few comments on this question. Several teachers indicated that they stress aural comprehension and speaking equally in the pre-text book stages of first year instruction, but gradually shift their emphasis to reading and writing in the second year. One teacher stated that he places most importance on reading because colleges demand it. One teacher never teaches reading, presuming that if students learn the other three skills, they can read. Nine

give equal importance to all four objectives. However, our totals show that 37 rank aural comprehension as highest in importance, 30 rank speaking as second (or sharing first place), 33 rank reading as third in importance and 41, writing as fourth.

It would seem, then, that the overall preferred order of importance of objectives on the secondary school level is aural comprehension, speaking, reading and writing.

Question No. 2: Of the third and fourth year? Please rank in order of importance; 1, 2, 3, 4.

_____Aural comprehension _____Reading

_____Speaking _____Writing

OBJECTIVES	Rank of Importance	1	2	3	4
	Aural Comprehension	C 4 P 1 M 1 T 1 N 3 Total 10	C 3 T 1 N 5 P 2 Total 11	C 6 M 1 T 1 Total 8	C 1 I 1 P 2 T 1 Total 5
	Speaking	C 3 P 1 T 1 Total 5	C 6 P 1 M 1 T 1 N 6 Total [15]	C 3 T 1 N 1 P 4 Total 9	C 2 T 1 M 1 N 1 Total 5
	Reading	C 7 T 4 N 5 P 4 Total [20]	C 3 I 1 Total 4	C 3 P 1 M 1 N 3 Total 8	C 1 M 1 Total 2
	Writing	N 2 Total 2	C 2 T 3 M 1 P 2 Total 8	C 2 P 2 M 1 T 1 N 1 Total 7	C 10 N 4 P 2 Total [16]
	All of equal importance	C 2 N 3 Total 5			

Most teachers indicated a marked shift of emphasis to reading in the third year with writing included. One stresses grammar in third year after 2 years of aural comprehension and speaking, and stress on reading and writing in the fourth year. One teacher gives most value to reading and writing and states that speaking and aural comprehension are achieved by the third and fourth year.

Two schools offer only one year of instruction in German, six schools offer only two years, and 18 schools offer only three years.

Statistics from above show that 20 give most importance to reading; second importance goes to speaking. Third importance is shared almost equally by the four skills and writing is still ranked of least importance.

Question No. 3: What texts are currently in use in your school system?

Year Used	1	2	3	4
1. Advanced German Series Reader			N-1	
2. ALM	N-3, P-4, C-9	N-2, P-4, C-9	N-3, P-1 C-7	C-4
3. Anekdoten	P-1			
4. Anthologies			N-1	
5. Auditory & Reading Comprehension in German			N-1	
6. Auf dem Dorfe	P-1			
7. Auf deutsch, bitte!			N-1	
8. Aus Nah und Fern			T-2	P-1
9. Aus unserer Zeit			M-1, P-1	
10. Beginning German (Schinnerer)	M-1, C-1			
11. Bilderlesebuch für Anfänger			C-1	
12. Brieflich Erzählt (Phelps)			P-1	
13. Chiles - Ger. Composition & Conversation			M-1	
14. Chiles, Wiehr, Moeller-First Book in German	N-1	N-1		
15. Collected Boll Short Stories			P-1	
16. Das Geheimsvolle Dorf (Hinz)		P-1		
17. Denken, Wissen und Können				C-1
18. Deutsche erleben die Zeit				P-1
19. Deutsch für Amerikaner			P-1	
20. Deutsch für Ausländer - I	P-1	C-1	C-1, P-1	
21. Deutsch für Ausländer - II		P-1		C-1, P-1
22. Die deutsche Novelle (Steinhauer)				T-2
23. Die stillste Stunde				

Year Used	1	2	3	4
24. Die Verschwundene Miniatur			C-1	
25. Drei Männer im Schnee			P-1	
26. Duden Series		M-1		
27. Ein Ausflug in die deutsche Sprache - I	P-1			
28. Ein Ausflug in die deutsche Sprache - II		P-1		
29. Ein Briefwechsel	P-1			
30. Elementary Ger. Conversation (Kany)		P-1		
31. Elementary Ger. Series Reader	N-1			
32. Emil und die Detektive			C-3	
33. Eulenspiegil und Münchhausen		P-1		
34. Faust			N-1	N-1
35. German Composition & Conversation			N-1	
36. German Conversation for Travelers and Students				N-1
37. Ger. Grammar Review (Pfeffer)			C-1	C-1
38. German Heritage			P-2, T-1	N-3, C-1, P-1
39. German in Review			C-1, P-1, T-1	C-1
40. German Poems (Weimar)			P-1	
41. Ger. Review & Composition (Hagboldt)			N-1	
42. German Review Grammar			P-1	N-1
43. Ger. Short Stories of Today (Heath)				P-1
44. Grammar for Reading German			T-1	T-1
45. Grammatik der deutschen Sprache (Schulz-Griesbach				C-1
46. Heiteres und Ernstes		M-1		
47. Huebener and Newmark - First Course in German	N-4, T-1 C-3, P-2			
48. Huebener and Newmark - Second Course in German		N-4, T-1 C-2, I-1 P-1	N-1	

Year Used	1	2	3	4
49. Immensee		P-1		
50. Im Wandel der Jahre		T-2, C-2	T-1, P-1	
51. Intermediate Ger. Conversation (Kany)		C-1	P-1	
52. Intermediate German Series Reader		N-1		
53. Jedermann (Hofmannsthal)			P-1	
54. Kinderduden	C-1, M-1	C-1	C-1	
55. Learning German (Betz & Price)			C-1	
56. Lebendige Literatur		P-1		
57. Lebendiges Deutsch				C-1
58. Lesen und Denken			N-1, T-1 C-1, P-2	
59. Look and Learn German (Lederer)	M-1			
60. Mittelstufe			C-1	N-1, C-2
61. No Text - students work independently				M-1
62. Outline History of Ger. Lit. (Friedrich)				T-1
63. Oxford Review Series			N-1	
64. Peter hat Pech			C-1	N-1
65. Reporter in Deutschland			P-1	
66. Review and Progress in German (Rehder, Twaddell)			T-1, M-1	
67. Spectrum				P-1
68. Spielbare Kurzgeschichten			P-1	
69. Sprechen und Lesen		N-1, T-7 C-7, P-3	C-1	
70. Thirty-six Ger. Poems (Weimar)			P-1	
71. Tonio Kröger			P-1	
72. Typisch Deutsch			C-2	C-1
73. Verstehen und Sprechen	N-2, T-7 C-6, P-2			
74. Wer zuletzt lacht		P-1		
75. Wir reisen nach Deutschland			C-1, P-1	
76. Zweihundert Jahre deutscher Kultur (Harper & Rowe)				T-1

The ALM series, Verstehen und Sprechen series and Huebener and Newmark series, in that order, are the most widely used texts, but the replies to the study show an extremely wide variety of texts. This, too, probably contributes to the difficulties of articulation.

Question No. 4: What methods of teaching are you using?

_____Audio-lingual _____Eclectic
_____Traditional _____Other

Audio-lingual	N-3, T-4, C-14, M-2, P-4	Total - 27
Eclectic	N-5, T-3, C-6, M-2, P-8	Total - 24
Traditional	N-2, T-2, C-6, M-1, I-1	Total - 12
Other	Audio-lingual plus teacher's own daily conversations. Teacher felt ALM units and dialogues were too long.	
Other	Audio-lingual plus traditional approach to grammar. T-3, C-6, P-4	Total - 13
Other	First and second year - audio-lingual. Third and fourth year combination audio-lingual and traditional. T-1, P-1, C-2	Total - 4

The answers to this question were difficult to translate because many teachers checked several methods. Seven checked audio-lingual alone. Four checked traditional only. All others were a combination of some sort with many teachers stressing that they added to the audio-lingual approach the traditional approach to grammar with the memorization of pronouns, prepositions, tenses, etc. One teacher stated that he had tried the audio-lingual approach and felt that the good students were not offered enough.

Question No. 5: Do you use a language laboratory? If so, is the use of the laboratory regulated or voluntary? How long is a normal laboratory period?

_____Yes
_____No
_____Regulated
_____Voluntary

_____Minutes per session
_____Sessions per week.

No: C-4, M-1, P-3, N-3, I-1, T-1												Total 13
Yes: C-14, T-6, M-2, P-6, N-6												Total 34
Electronic Classrooms: P-1												Total 1
		Regulated: C-7, P-5, M-2, N-2, T-4 Total 20					Voluntary: C-6, P-1, N-3, T-2 Total 12					
		Sessions Per Week					Sessions Per Week					
		½	1	2	3	4	½	1	2	3	4	5
	15			C			C					
	20		CP	CP	P			CN	C-2,P	N	C	
	25		CNM	C-2	T	M						C
Minutes	30	N	T	T	T					T		
per	35											
Session	40											
	45		P-2									
	50											
	55											
	60		C					1-per month				

Most schools reported making use of a language laboratory or some sort of electronic equipment. Several with labs use tape recorders in the classrooms as well. Most schools give more lab time to beginning classes than to more advanced classes, while two reported the opposite. One teacher wrote that the language lab in his school is also open before and after school for voluntary use.

Question No. 6: Do you encourage the use of supplementary materials? If so, what materials?

Yes: N-4, P-7, T-6, C-18, I-1 Total 36

No: N-1, P-1, T-1, M-2, C-1 Total 6

1. A-LM Reading for Meaning	N-1
2. Auditory & Reading Comprehension	N-1
3. Briefwechsel	C-1
4. Bunte Illustrierte	C-1
5. Constanze	I-1
6. Conversation Books	P-1

7. Cultural Material in English & German	N-2
8. Cultural Graded Readers	C-4, P-1
9. Das Beste	C-1, P-2, T
10. Das Rad	C-3, P-1, T-1
11. Der Roller	C-3, P-1, T-1
12. Dictionaries	C-1, T-1
13. Die Zeit	P-1
14. Diaplay charts	P-2, M-1
15. Films	C-2, P-1, T-1
16. Film strips	N-1, M-1
17. German magazines	N-1, C-4, I-1
18. German newspapers	C-4, P-1, M-1
19. German Novellen	C-2
20. German Scrabble game	C-1
21. Graded Readers	N-1
22. Grammar Books	P-1
23. Grammar patterns & readings	T-2
24. Library books	N-2
25. Maps	P-1
26. Monatspost	P-2
27. Native informants	P-1
28. Operation Stethoscope tapes	C-1
29. Pictures	P-1
30. Projects	N-1
31. Radio and TV	N-1
32. Realia	I-1
33. Recordings	N-3, C-1
34. Regents Review Books (N.Y.)	N-1
35. Rheinischer Merkur	P-1
36. Scala	P-1
37. Slides	N-1, C-1, T-1
38. Spiegel	P-1
39. Stern	P-1
40. Study Sheets	C-1
41. TAGS	T-1
42. Tapes	N-2, C-2, P-4, M-1
43. Verb Wheels	C-1

Question No.7: What percentage of German students study the language to satisfy college entrance requirements?

Local colleges_____%

Other colleges_____%

No information %	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
T-2,N-5,P-2, M-1,C-4 Total 14																				
Local Colleges	T	T		TP	TC	C	PN	P		CP NM		P2 C		C	C	N	P	C2		C
Other Colleges	TC	C			C2	C PN		C		P NM			P2	T				T2 C		
Local-No lang. Requirement	TC																			
Local & other Combined												I					P	C3	M	

No schools had reliable statistics on this question; therefore all answers were estimations or guesses.

Question No. 8: Do you follow up on your graduates who continue language study in college? If so, what information do you ask them?

No	N-6, P-10, T-4, C-10, M-2 Total 32
Yes	P-1, C-3 Total 4
Only informal as students return from college to visit	P-5, T-4, C-2, M-1 Total 12
Grade reports sent by colleges - unsolicited	C-2 Total 2

Of the four schools reporting a follow-up, one school receives grade reports as part of a general follow-up on college-bound students, a second asks how well students were prepared, the third asks what the college objectives are, what changes were made and what difficulties were encountered; and the fourth asks whether the students were well enough prepared, how well in comparison with other students, in what areas the student felt there should be more emphasis, and in what areas the student was best and least prepared. One other school plans to begin a follow-up program next year.

It is significant that 32 schools have absolutely no follow-up on their college bound students, for this is one area in which the secondary schools could make a positive contribution toward articulation.

Question No. 9: Do you have a definitely prescribed vocabulary which your students are expected to master in a given number of years?

No: N-2, M-2, T-6, P-8, C-12 Total 30		
Yes: N-4, M-1, T-1, P-1, C-4 Total 11	Conversational	Literary
	P-2, C-2	M-1, T-1

Prepared by:
1. New York Commission on Standards of Curriculum and Instruction. N-3
2. Teacher. N-2, C-1
3. Huebener and Newmark. I-1
4. State of Texas - adopted text materials
5. A Standard German Vocabulary.
6. Kinderduden.

Approximate Number of Words: Level 2 - 2000
Level 3 - 4500

Question No. 10: What information do you receive from colleges regarding their expectations of high school graduates entering their language programs (catalogs, bulletins, meetings, personal contacts)?

1. No Information	N-5, T-4, M-1, P-5, C-7	Total 22
2. Catalogs	N-1, T-1, M-1, P-2, C-5	Total 10
3. Bulletins	N-1, T-1, M-1, P-4, C-2	Total 9
4. Meetings	T-1, M-1, P-1, C-1	Total 4
5. Personal Contacts	T-2, M-1, P-3, C-1	Total 7
6. Counselors (Guidance Dept.)	N-2, P-1, C-4	Total 7
7. Informal only (Returning Graduates)	M-1, P-5, C-1	Total 7
8. Visits of College Representatives	P-1	Total 1
9. Very Little	P-2, C-1	Total 3
10. Questionnaires to Colleges	T-1	Total 1
11. AATG Meetings	P-1, C-3	Total 4

Apparently the only source of any information regarding the expectations of colleges comes from their catalogs and bulletins and the infrequent visits of their representatives to high school counselors. A few schools meet occasionally with CEEB and Advanced Placement representatives. Two secondary school teachers reported visiting local colleges on their own, alone or with their German clubs. One teacher reported receiving from a college at a former place of employment in the state of Indiana a required reading list for advanced students. One locality in California reported a German Teachers' workshop planned to learn what schools expect and test for. The informant did not designate whether this was a meeting of college or high school teachers or both.

Question No. 11: What kind of arrangement or procedure do you think would help most to promote articulation in language study between high school and college?

SUGGESTIONS BY TEACHERS:

1. A study by the AATG of aims and objectives and the formation of committees for elementary, junior high school, high school and college articulation.

2. Knowledge of what colleges teach on second and third year levels; knowledge of their approach, literature or audio-lingual.

3. Information as to what background students should have when entering on second or third year college level.

4. Follow-up on students by high schools.

5. Coordinated program between high school and college.

6. Cooperative development of course of study.

7. Meetings, conferences, seminars, local discussion groups with membership drawn from all levels.

8. Standardization of method in high school and college.

9. Conferences, sponsored by the Department of Public Instruction, of high school teachers and administrators to correlate a program which would satisfy both.

10. High School teachers to have access to or description of placement tests; these tests to be nationwide.

11. In-service visitations of high school teachers to observe college classes and return visitations by college teachers.

12. Sample tests, vocabulary lists and tapes to be made available to high school teachers.

13. Colleges to concern themselves with training would-be German teachers in basic speaking, understanding, grammar and writing.

14. Bi-annual country-wide meetings of foreign language teachers.

15. Agreement on texts.

16. State language publications.

17. Programmed learning, with stated levels of proficiency, be it high schools or colleges.

18. Colleges to make available to secondary schools their required vocabulary and their aims.

19. Get together and talk.

20. High school teachers to be treated by college teachers as colleagues. Elimination of stand-offish attitude of many college teachers which prevents communication between the two groups. Opening of the meetings of college bodies of language teachers.

There were obvious raw feelings among the high school teachers, feelings of having been condescended to, feelings of being excluded from the closed ranks of college language teachers, feelings of being treated like inferiors rather than colleagues. It was evident from the remarks on the survey forms that the high school teachers believe the college teachers make no move to let secondary teachers know what they want in the way of preparation of their incoming students. However, for whatever reasons, there has also been a noticeable lack of concentrated effort on the part of secondary school personnel to bridge the gap of lack of communication.

The study form sent to fifty-three colleges contained the following questions and responses:

Question No. 1: What are the objectives of the first year of study in the German language in your college/university? Please rank in order of importance; 1, 2, 3, 4.

_____Aural comprehension _____Reading

_____Speaking _____Writing

Rank of Importance	1	2	3	4
Aural Comprehension	C-1, M-2 N-3, P-1 I-2 Total 9	P-1, T-1 N-1, M-2 C-2 Total 7	C-1 P-1 Total 2	N-2 Total 2
Speaking	C-1 Total 1	N-5, M-1 C-1, P-1 I-1 Total 9	N-1, P-1 C-1. M-2 T-1, I-1 Total 7	C-1 M-1 Total 2
Reading	N-2, I-1 C-2, M-2 T-1, P-2 Total 10	P-1 M-1 Total 2	N-4, P-1 C-2 Total 7	M-1 Total 1
Writing		C-1 P-1 Total 2	N-1, M-2 I-1 Total 4	N-5, I-1 C-3, M-2 T-1, P-3 Total 15
All Equal Importance	C-1, I-1 T-1, M-1 Total 4			

Reading ranked highest in importance at ten colleges, aural comprehension highest at nine. Speaking was second in importance at nine, aural comprehension at seven colleges. Speaking and reading ranked third at seven colleges each and writing was considered of least importance by fifteen of the twenty-four college teachers reporting.

Question No. 2: What texts do you use for the first year?

_____Grammar (name) _____Combination

_____Reader _____Other

Grammars:

1. Das erste Jahr (Bluske-Walther)	N-1
2. Deutsch - Erstes Buch (Mueller)	N-1, M-1
3. Deutsch für Amerikaner (Goedsche-Spann)	N-3, C-1, T-2, I-3, M-2, P-1
4. Deutsche Sprachlehre fur Amerikaner (Schulz-Griesbach)	C-3, M-1, P-1
5. Elementary German (Meyer)	C-1
6. Ellert und Helles ?	M-1
7. German Grammar (Rehder and Twaddell)	M-1
8. German Grammar. An Approach to Reading (Louis)	T-1
9. German Through Conversational Patterns (Rogers & Watkins)	N-1
10. Kurtz-Politzer: Comprehensive Course	M-1

Readers:

1. Allerlei	T-1
2. Beethoven	C-1, T-1
3. Carl Schurz	T-1
4. Deutsche Denker und Forscher	T-1
5. Die verschwundene Miniatur	M-1
6. Dürer	C-1
7. German Fiction & Poetry (Heller-Ehrlich)	N-1
8. Germelshausen	T-1
9. Goldsche-Glaettli	N-1
10. Graded Readers	M-1, T-1
11. Heine	T-1
12. Hör gut zu!	N-1, P-1
13. Humboldt	C-1
14. Immensee	T-1
15. Im Wandel der Jahre	M-1, P-1
16. L'Arrabiatta	T-1
17. Moderne Erzählungen (Kritsch-Schlimbach)	N-1
18. Mozart	C-1
19. Oral Comprehension Reader (Schmidt)	T-1
20. Reading for Meaning (ed. Geo. A.C. Scherer)	N-1
21. Steuben	T-1
22. Sutter	C-1, T-1
23. Thirty-Six German Poems (Ed. Weimar)	M-1

Other

1. Grunddeutsch: Index of English Equivalents for the Basic German Word List	P-1

The most widely used book among colleges seems to be Deutsch für Amerikaner and the second most popular is Deutsch Sprachlehre für Amerikaner. It is interesting to note that there is a much wider variety of readers used among high schools.

Question No. 3: What are the objectives for the second year of study in the German language? Please rank in order of importance: 1, 2, 3, 4.

_____Aural comprehension _____Reading

_____Speaking _____Writing

OBJECTIVES	Rank of Importance	1	2	3	4
	Aural Comprehension	N-1, M-1, I-1, P-1 Total 4	M-3, C-3, I-1, P-2, T-1 Total 10	N-2, M-1 C-1 Total 4	N-1 Total 1
	Speaking	N-1, M-1 C-1 Total 3	N-1, M-2 I-2, P-1 Total 6	N-2, M-1 C-2, P-2 T-1 Total 8	N-2, M-1 C-1 Total 4
	Reading	N-4, M-4, C-3, P-2 I-2, T-1 Total 16	M-1 Total 1	N-1, C-1, P-1 Total 3	N-1 Total 1
	Writing		N-3, M-1 C-1 Total 5	N-1, M-2 I-2 Total 5	N-2, M-2 C-3, P-3 T-1 Total 11
	All Equal Importance	C-1, I-1, T-1 Total 3			

Two colleges rated reading and aural comprehension of equal major importance. The skill given most weight by most colleges is reading, with 16 colleges ranking it first and ten colleges ranking aural comprehension second. Writing ranks in fourth place as it does in high schools. Speaking was third among eight of the colleges and second among six of them.

Question No. 4: What texts do you use for the second year?

_____Grammar

_____Literature

_____Combination

_____Other

Grammars

1. A Practical German Review Grammar (Cochran)	C-3
2. Deutsche Sprachlehre für Amerikaner (Schulz-Griesbach)	I-1
3. Deutsch-Zweites Buch (Mueller)	N-1
4. Die Mittelstufe	N-1
5. German Conversational Review Grammar (Glaettli & Backenstoss)	N-1
6. German for Beginners	P-1
7. German in Context (Woods)	M-1
8. German in Progress (Weimar-Hoffmeister)	M-1
9. German Review & Reference Grammar (P. Krauss)	N-1
10. Grammar for Reading German (Bergethon-Brown)	M-1
11. Intermediate Conversational German (Schulz-Griesbach, von Hofe, L. Kahn)	P-1
12. Modernes Deutsch (Erna Kritsch)	P-1, I-1
13. Practice and Progress (Weimar-Hoffmeister	N-1
14. Review Grammar (Etzler & Dunkle)	C-1, N-1, T-1
15. Review Grammar (Goedsche-Spann)	I-1
16. Review Grammar (A. Reb)	M-1
17. Review Grammar (Röseler)	I-1

Readers

1. Anthologies of Selected Works	M-2, P-1
2. Augustus	I-1
3. Aus Fern und Nah	C-1
4. Aus unserer Zeit	M-1, C-1, N-1
5. Besuch der alten Dame	N-2
6. Blick auf Deutschland	I-1
7. Das Urteil	N-1
8. Der blinde Geronimo	C-1
9. Der Richter und sein Henker	I-1
10. Der Querschnitt	P-1
11. Deutsche Denker und Forscher	I-2
12. Deutsche Hörspiele	C-1
13. Dichter des 20. Jahrhunderts	N-1
14. Die stillste Stunde	C-1, M-1
15. Die verschwundene Miniatur	N-1
16. Die Verwandlung	I-1
17. Drei Hörspiele (Dürrenmatt)	N-1, T-1
18. Drei Meisternovellen (ed. Kurz u. Kurz)	T-1
19. Drei Nobelpreisträger	N-1

20. Emil und die Detektive	P-1
21. Erzählungen aus der deutschen Romantik	N-1
22. Erzählungen und Hörspiele (ed. Anna Baecker)	N-1
23. Four German One-Act Plays (ed. Jordan)	T-1
24. Freude am Lesen (ed. Robt. M. Browning)	N-1
25. German Authors - Selected Texts	N-1, M-2
26. German Cultural Heritage (Stein-Phelps)	M-1
27. Heiteres und Ernstes	I-1, C-1
28. Kulturlesebuch für Anfänger (Steinhauer)	I-1
29. Lebendige Literatur	M-1, C-1
30. Mario und der Zauberer	N-1
31. Mutter Courage	N-1, C-1
32. Novellen aus Wien	C-1
33. Reading German (Morgan-Strothmann)	N-1
34. Spiegel der Zeit	N-1
35. Tonio Kröger	I-1, C-1
36. Zehn Jahrzehnte (Ruder)	P-1, C-1, M-1, T-1

Question No. 5: Do you expect the same objectives to have been attained in the high schools? If so, in how many years?

____Yes ____1. ____2. ____3. ____4.

____No

		Number of Years		
		1	2	3
Yes	P-3, M-6, N-4, T-2, C-2, I-1 Total 18	P-1 Total 1	P-1, M-3, N-2, C-1, T-1 Total 8	P-1, M-2, N-3, C-1, I-1 Total 8
No	N-1, I-2, C-2 Total 5			

Eighteen college teachers expect the same objectives as their own to have been attained in the high schools, one in two years, eight in three years, and eight in four years. One teacher did not specify the number of years. Five teachers do not expect attainment of the same objectives.

Question No. 6: Do you have any preference as to the method of language training by which your prospective students have been taught?

_____Audio-Lingual _____Eclectic

_____Traditional _____Other

Audio-Lingual	P-2, M-4, N-3, T-1	Total 10
Traditional	N-2, C-2, I-1	Total 5
Eclectic	P-1, M-3, T-1, N-1, C-3, I-1	Total 10

Eclectic and audio-lingual approaches are preferred by ten teachers each, traditional approach by five. One who prefers the traditional approach states that laboratory work should be added. One prefers audio-lingual only if it is properly done. The following are quotes from several teachers: "While methods are of importance, the qualities of the teacher, both professional and personal, are of even greater importance." "Regardless of the method, students should have a firm background in the structure relations of German." "Any good teacher who speaks the language will do. A mixture of audio-lingual and traditional seems best to me." It is obvious from these remarks that mere approach is considered secondary to more important elements, and rightly so.

Question No. 7: If you have noticed any marked differences in the ability of the students taught under the various methods to adjust to your college program, please indicate below the rank of the methods in the order of the excellence of student adjustment.

_____Audio-Lingual _____Eclectic

_____Traditional _____Other

		EXCELLENCE OF STUDENT ADJUSTMENT			
		1	2	3	4
METHOD	Audio-Lingual	P-1, M-3, C-1 N-3	P-1, I-1	C-3, N-1	T-1
	Traditional	P-1, M-1, C-2 N-1, I-1	P-1, M-1, C-1	M-1, C-1, N-2 T-1	
	Eclectic	M-1, C-2, N-2 T-1	M-1, C-2, N-3	P-1	
	Other		T-1, I-1		
Depends on Teacher and quality of instruction P-1, M-1, T-1 Total 3					

Six teachers felt that traditionally trained students adjust best, six, eclectic and eight audio-lingually trained. One teacher said evaluation of his students is not yet possible, since the audio-lingual approach is not generally used. Another teacher would not evaluate because he has always felt "that an intelligent student is better than an unintelligent one. A pure audio-lingual method does not prepare the student to read; the traditional method often neglects speaking and understanding." Still another stated that "Audio-lingual students have great difficulties in grammar and translational work. Others adjust freely (with) no difficulties."

From the results of this question it is apparent that preferences as to approach are as numerous as the teachers involved, and the task of training many students to satisfy the expectations of the several teachers they will go on to in college is quite a challenge for secondary school teachers.

Question No. 8: From the following list, please select the three (3) negative qualities which you notice most often in the preparation of the average student coming to you from high school language classes.

1. ____ a. Lack of aural comprehension
2. ____ b. Lack of speaking ability
3. ____ c. Little understanding of structure of the language
   d. Lack of reading ability
   e. Small vocabulary
   f. Faulty writing

a. Lack of aural comprehension	I-1, M-4, N-3, T-1, C-1	Total 10
b. Lack of speaking ability	M-4, N-4, T-1, C-2, P-2	Total 13
c. Little understanding of structure of the language	I-2, M-3, N-3, T-2, C-2, P-1	Total 13
d. Lack of reading ability	I-1, M-2, N-1, T-1, C-4, P-1	Total 10
e. Small vocabulary	I-2, M-3, N-3, T-1	Total 8
f. Faulty writing	M-2, N-2, C-3, P-2	Total 9

Two teachers did not answer this question on the study form. One merely commented that the students showed poor preparation in general. One teacher stated that "We have poor high school teachers in German" in his state.

Lack of speaking ability and little understanding of the structure of the language are highest in the negative qualities noticed by college teachers, with

thirteen votes each; and lack of aural comprehension and lack of reading ability rank next with 10 votes each. Small vocabulary, with 8, and faulty writing, with 9, run a close third.

Question No. 9: From the following list, please select the three (3) positive qualities you notice most often.

1. _____
2. _____
3. _____

a. Good pronunciation
b. Ability to use memorized material in other contexts
c. Ability to manipulate structure orally
d. Good aural-comprehension
e. Ability to write structurally good German
f. Ability to read and understand without translating.

a. Good pronunciation	P-2, M-2, N-2, T-1, C-3	Total 10
b. Ability to use memorized material in other contexts	P-1, M-2, N-1, C-1, I-1	Total 6
c. Ability to manipulate structure orally	M-1, N-2, T-1, C-1	Total 6
d. Good aural comprehension	P-3, M-3, N-3, T-1, C-3, I-1	Total 14
e. Ability to write structurally good German	M-1, I-1	Total 2
f. Ability to read and understand without translating	P-1, M-4, N-3, I-1	Total 9

Fourteen teachers noticed good aural comprehension as a positive quality, but one qualified his answer by saying it was good if at a slow speech and simplified. Nine felt that pronunciation was good and one that it was good occasionally. Reading and understanding was considered positive by nine teachers, one of whom said the ability was limited. Three teachers stated that none of the above six positive qualities was evident in their incoming students, for they have, "poor preparation in general", or "preparation in high school is rarely good." One teacher felt he had too many students to judge and another didn't answer the question.

Question No. 10: Which academic disciplines in your institution require the study of a foreign language at the college level? How many years are required for each?
Mark a-1, b-3, etc.

_____Humanities
_____Education
_____Science
_____Social Sciences
_____Mathematics

a. As a requirement for admission to study in the discipline
b. As a part of the curriculum of the discipline
1, 2, 3, 4 - No. of college level years required

What proficiency levels are students expected to attain?

	Requirement for Admission			Part of Curriculum			
	1	2	3	1	1½	2	3
Humanities		T-1,I-1	M-1	N-2	C-1	I-3,M-1,C-1 P-2,N-4	T-1,M-1
Education		T-1		N-2		T-2,M-1	T-1
Sciences		T-1		I-2,N-3	C-1	T-2,I-1,M-2 C-2,N 2	
Social Sciences		T-1		N-2		T-2,M-1,C-1 N-2,P-1	T-1,M-1
Mathematics		T-1		I-1,C-1, N-2	C-1	T-2,I-1,M-2 N-3	
College of Arts and Architecture				N-1		P-1	

Graduation Requirement	Three Years Reading Ability in One Language P-1, M-1
None on Undergraduate Level	M-1
No Information Available	M-1

Most disciplines require two years of foreign language study as a part of the curriculum, a few require two years for admission to the discipline.

Question No. 11: To what extent is practice in a foreign language laboratory required of your students?

_____Regulated
_____Voluntary
_____Number of sessions per week
_____Minutes per session

		REGULATED			VOLUNTARY		
		Sessions per Week					
MINUTES PER SESSION		1	2	3	1	2	3
	20		M-2	M-1			
	25		M-1, I-1		T-1		
	30		N-1, I-1				P-1
	40		M-1		M-1		
	50	N-2, P-1	T-1		T-1		
	60	P-1,N-1,M-1			P-1		
	120		T-1				
Minutes Not Stated		P-1			P-2, N-1		

Question No. 12: To what extent, in your opinion, will students with foreign language training be able to use their training after college?

1. Little	P-1, T-1, I-1
2. For graduate study	I-1, C-4, M-2
3. Travel abroad	P-1, I-1, C-3, M-1, N-1
4. Livelihood in professions	P-1, I-2, C-2, N-1
5. To great extent	P-1
6. Moderate degree	M-1
7. For conversation	N-1
8. Army Intelligence	N-1
9. Foreign Service	C-1, N-1
10. International trade	N-1
11. To write simple German	M-1, N-1
12. Greatly for science & research	P-2, T-1, C-3
13. For teaching	C-2, N-2
14. No opinion	N-1
15. Reading in field	M-1, N-1

College respondents felt that their students would use their language training after college mostly for graduate study, travel abroad, research in the sciences, teaching, and in other professional fields of endeavor.

Question No. 13: To what extent is this factor taken into consideration in building your German course of study?

1. Little	P-1, C-1, T-1
2. Full basis of the program	P-1, N-2, I-1
3. To considerable extent	C-2
4. None in early stages	M-1
5. Not at all	N-1, M-1

Several teachers felt that their goals in teaching foreign language are to build all four skills and teach students as much as possible and fulfill the language requirement, and that what the students will eventually do with the language knowledge does not concern them. Others teach mainly with the aim of training students to read in the language so they can research in their chosen fields. Two of the colleges offer a reading and translating course for scholarly scientific research and an entirely separate conversation course.

Question No. 14: At what grade level in public school would you prefer your students to have started foreign language learning?

____3rd, ____4th, ____5th, ____6th, ____7th, ____8th, ____9th, ____10th, ____11th, ____12th.

1. Kindergarten	P-1	Total 1
2. 3rd	P-2, M-3, N-1, T-2, C-1, I-1	Total 10
3. 4th	N-2, C-1	Total 3
4. 5th	T-1, C-1	Total 2
5. 6th	N-1	Total 1
6. 7th	N-1	Total 1
7. 8th	M-1	Total 1
8. 9th	M-2, C-1, I-1	Total 4
9. 10th	N-1	Total 1
10. 11th		
11. 12th		

Most respondents felt foreign language learning should start in the 3rd grade, one said it should start in Kindergarten, and another said as soon as possible. Ninth grade level is second choice. None felt it should begin after 10th grade.

Question No. 15: What type of German vocabulary do you feel high schools should stress to prepare students for college study in German?

_____Conversational _____Literary

1. Conversational	I-1, C-2, P-2, N-2	Total 7
2. Literary	C-1, N-2, M-1	Total 4
3. Both	I-3, C-1, P-1, M-5, N-1, T-2	Total 13

Thirteen teachers think both conversational and literary vocabularies should be taught, two with stress on the literary and one with stress on the conversational. One who checked literary said he felt "for basic vocabulary it is difficult to separate, but literary can usually better double as conversational." One teacher did not answer this question.

Question No. 16: Have you liason with the language departments in the local schools or with local school administrations by means of which you can convey to them your expectations regarding achievements of high school graduates in foreign language study? If so, what kind?

The following are the types of liason cited:

1. AATG
2. Very casual - lunch with Superintendent of chools to discuss foreign language coordination.
3. Colleges Education Program.
4. Working committees with many schools.
5. Professional and informal groups. Personal acquaintance with majority of teachers and department heads.
6. Contact with colleagues in regional professional associations.
7. Admissions officers' help - otherwise none.
8. Close inter-visitation by staff.
9. Occasional visiting of classes in local schools.
10. Joint committees on teacher training.
11. In close contact with local high schools. Personal relationships. Also through excellent Houston (Texas) Council of Teachers of Foreign Languages.
12. Rarely - German-teaching high schools are situated comparatively far from the University.
13. Our methods and our approach known to the high school district.
14. Foreign Language Associations.
15. Teacher Education Program.
16. Little with teachers - none with administrators.

NONE | M-2, T-1, N-4, I-1 Total 8

Apparently most of the contact between college and high school teachers of foreign language is, at best, casual and personal, not official and not planned.

Question No. 17: Do you think your present arrangement has helped to promote articulation?

1. Yes	P-1, M-2, I-1, N-3, T-1
2. No	P-1, M-1, C-1, I-1
3. To a minor extent	P-1, M-1, C-1
4. Suppose so	M-1
5. Perhaps - but effective formula for articulation not yet found.	M-1
6. No - there is a very different point of view in the high schools.	C-1
7. No - "hasn't affected administrative 'party-line' very much. It has led to a better understanding with the classroom teachers."	C-1

Question No. 18: Can you suggest a more profitable arrangement?

1. No
2. More of the same
3. More communication
4. Standards and syllabi for schools within a given area or around the country.
5. F.L. teachers should also become active members of the regional MLA.
6. Curriculum planning and better or more effective public relations for languages.
7. Give placement/achievement tests.
8. "High-school teachers ought to pay some attention to their former students' progress, or lack of it, in college and revise their teaching in accordance with their findings."

Further Commentaries by Teachers:

High School:

1. No college has asked what I teach, nor have I asked what the colleges want.
2. The problem of articulation seems impossible.
3. I have had students return and say all their classes were taught in English. Students return to tell me their professors ranted against the aural-oral approach, and I've had many who felt completely qualified for their university courses.

4. To ask for consistency in university teaching is impossible; therefore I try to train my students in all phases of the language and just hope they're prepared for their college courses.
5. I don't believe we can achieve articulation. We have tried. The one college teacher told us what he expected, the next professor told us something else, and the third one didn't have much faith in us high school teachers at all.
6. If we can give the students a good basic foundation in the language, aurally, orally, reading-wise and writing-wise, plus develop sound habits of study, then I feel the high school teacher has accomplished all that is possible.
7. At the present time I really don't know what colleges expect our students to know. We would not want to be dictated to by higher education, but we would like to follow a program that is agreeable to both.
8. We are not aware of each others' problems.

College:

1. We need to begin language in the grades - literature in high school.
2. I believe college German (and other modern languages) should be only for students learning to read for Ph.D.
3. Appoint a specialist in German teaching methods who will consider it his responsibility to explain to local school teachers and administrators how we hope to see students trained when they come to us as freshmen.
4. The German teachers should meet with the college faculty. I feel strongly that there should be a much closer rapport between high school and college concerning a. What should be stressed b. What is expected of the students who enter college in (1) Vocabulary (2) Structure (recognition and application) (3) Texts, etc. c. What can be expected after two years of high school, after three years, etc.
5. A syllabus which contains directions to answer these questions should be worked out in common work between high school and college teachers. In this syllabus the question "what" is to be learned is even more important than "how" is it learned. The harping on methods has gone on too long. Give our language teachers a better foundation in the field (at least one summer of speaking the language) and much will be gained in the quality of teaching.
6. Most high school teachers are a dedicated group, but what is asked of them by administrators is amazing.
7. Many high-school administrators have gone to the extreme with the new audio-lingual method. It seems to us that particularly in German a compromise has to be made and grammar should be taught systematically at least to some degree in high school.
8. Every method succeeds or fails with the teacher.

Summary of Findings:

1. There is a basic difference in objectives of high school and college language instruction. High schools are generally more concerned with aural-oral aspects. Colleges usually aim for proficiency in reading and place more stress on structure.

2. Most commonly used texts for high school are ALM and Verstehen und Sprechen, both audio-lingually directed series. Most commonly used college texts are Deutsch für Amerikaner and Deutsche Sprachlehre für Amerikaner. Both levels use supplementary reading and culture materials.
3. Most teachers favor the audio-lingual or the eclectic approaches to language learning.
4. High schools have little follow-up of their college-bound graduates.
5. Colleges rarely give to high schools any more information regarding their expectations than that contained in their catalogs and bulletins.
6. There is wide disparity of opinion as to what is the best "method" for teaching foreign languages, if one can choose a "best."
7. High schools feel colleges should accept their students at the level of proficiency at which they find them and take it from there.
8. Colleges often feel that high school language preparation is, in general, poor.
9. High school teachers feel excluded, not accepted as colleagues of college teachers.
10. There is little understanding on either level of the problems, circumstances, and conditions involved in the other levels.
11. Inter-level contact is, for the most part, casual and personal rather than official and planned.
12. Most respondents agree that better articulation is necessary, and that reciprocal communication is the solution.
13. Most teachers agree language learning should begin early in the elementary grades.
14. University teachers expect freshmen to have already achieved proficiency in all four language skills.
15. Too many teachers are too concerned with the promotion of a "method" or an "approach" or a given text and too little concerned with the adequate preparation of their students.

According to information given by the respondents, some little effort is being made in some areas to bring together teachers from both secondary and college levels in order to come to some agreement as regards foreign language teaching on the two levels. One teacher reported use of a questionnaire exchange. Another spoke of inter-level meetings. Others spoke of contact within professional organizations. Some reported efforts at

visitations.

The researcher has had the opportunity to observe an inter-level meeting at the University of Washington, a meeting designed to promote agreement and articulation. The University German Department invited the secondary school teachers of Western Washington to meet at the University. At this meeting information was given as to the University language requirements, the University placement and credit-giving policies, the content of first and second year University German courses, and the texts and materials used for those courses. Clarifications as to the extent of use of the target language in the classroom, the use of the language laboratory, and the number of chapters or units in the texts covered in each course were given to the high school teachers. A question and answer period was provided for. This meeting, a second annual one, was a step in the right direction and its like should be held more often.

Conclusion and Recommendations

No language can be mastered quickly or without effort, no matter what the method, or on what level the student begins. Consequently the student should have the opportunity to continue his study of the language long enough and with enough steady continuity that his learning is rewarding and significant.

It is the professional responsibility of all teachers of foreign language, on all levels, to make possible for the students such significance and such rewarding experience in the classroom. We cannot do this unless we pull together; for if we do not pull together, we become pulled apart; and the result is that we dissipate our energies and our students profit little. Language learning is cumulative, and what is currently being learned must relate to what has gone before and what is to come.

In order to promote continuous student achievement and progress, we must come to grips with the problem of articulation and we must arrange for the exchange of vital information that encompasses all levels of endeavor, from Kindergarten through graduate school. This exchange must be direct and informative, official and planned, in order that we might discharge our professional responsibility to make, and to keep, language study effective and meaningful for our students.

The following are the recommendations resulting from this study:

1. Regular and official meetings on local and state levels of foreign language teachers, including those teachers from elementary through graduate schools, these meetings to be held for the express purpose of exchanging information.
2. Publication of the results of such meetings for the information of all members of the profession.
3. Inter-level and intra-level visitations of teachers for purposes of observation and becoming acquainted with and aware of the conditions and problems inherent in the different levels.
4. Release-time In-Service training.
5. The involvement of personnel other than teachers - coordinators, administrators, department-heads, supervisors - in communication between levels.
6. Reciprocal communication and agreement as to objectives to be attained in foreign language learning and the sequence and continuity of that learning.
7. An effort made to improve placement and credit-giving procedures.
8. College teachers to take the initiative in supplying information as to their expectations to high schools.
9. A systematic follow-up by all high schools of their graduates pursuing foreign language study in college to assess the adequacy and appropriateness of their high school programs as preparation for college work.
10. An effort be made by each teacher, from the teacher-trainee to the teacher of many years of experience, to continually improve himself professionally with study and travel in the country of the target language.
11. A reevaluation of their programs by teachers on all levels, this evaluation geared to findings gleaned from exchange of information with other teachers.
12. A reevaluation of college language departments of their objectives and procedures in view of recent developments and trends in foreign language teaching.
13. A mutual respect among teachers of all levels.

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